

# Dripping Springs Independent School District

## Cypress Springs Elementary

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

We Trust. We Accept. We Persevere.

TAP into your POWER!

## Vision

Cypress Springs Elementary, where life-changers TAP into POWER.

## Value Statement

Everyone can be a leader.

Everyone has genius.

Change starts with me.

Educators empower students to lead their own learning.

Educators and families partner to develop the whole person.

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# Comprehensive Needs Assessment

Revised/Approved: May 12, 2022

## Demographics

### Demographics Summary

1. What is our story? Who are we?

Cypress Springs opened in the Fall of 2021. The vision and mission of this campus is well established and exemplifies what is best for students. The faculty at CSE strives to deliver excellent instructional and social/emotional support for students daily. CSE has created a child-centered educational model and has established solid, trusting relationships with stakeholders. We are a family of learners and leaders. Our teachers strive to be their best selves to meet the needs and potential of all our learners. We believe that everyone has genius and should be included to share their voice and perspective. We believe in challenging each other to become powerful each and every day. We are all stakeholders in our culture and work to cultivate it. We are solution seekers.

2. What is our community like and who are the residents? What are the major professions, labor markets, age, languages spoken, income, and other characteristics of residents and businesses of the community?

Our community consists of highly involved, engaged parents who are professionals in their community. Our families reside in a variety of neighborhoods and many commute to Austin for work. The residents are mostly suburban middle to upper-class families with a higher education level. Although the majority are Caucasian, we are increasingly becoming more diverse. The families are highly involved in the education of their children and support and participate in school events.

3. What special programs are offered within our district [i.e. gifted and talented, summer school, AP/IB/Honors, CTE, Headstart, UIL, Athletics, Fine Arts, etc.]?

Our campus is a LIM Campus and offers multiple leadership opportunities for our students. We also offer the opportunity for our students in the Gifted and Talented Program, Acceleration, Clubs, Summer Learning, UIL, Dyslexia Services, Fine Arts, Special Services and Intervention Services. We have a variety of student interest opportunities (choir, Cypress sprinters etc.) and student leadership teams. Our school partners with the middle school and high school for PALS programs, and mentoring.

4. How many students graduate from high school with college credit and/or CTE endorsements/certifications? How many graduates go on to community college? Universities? Trade Schools? Work? Military?

NA

5. What services are provided to students who are identified as migrant, homeless, special education, English learners, at-risk, dyslexic, gifted, etc.?

We provide services to students who are identified in all of the above categories in the district and if identified on our campus. We offer free and reduced lunch for eligible students. English learners and Gifted and Talented learners are clustered in classes in order to meet their unique needs. GT students participate in a compacted curriculum and a one-day-per-week pull-out program. All teachers are certified in English as a Second Language (ESL). At-risk students are progress monitored through our campus MTSS system. Students with dyslexia are served through a multi-sensory approach to teaching reading.

6. What students and/or student groups are most at-risk of dropping out (or failing to meet promotion standards)? Why? What interventions are in place to increase the student achievement of at-risk students?

At CSE, we do have students identified at risk on our campus. We identify students in need of additional support, either academically or behaviorally through the MTSS process to ensure they are receiving the support they need with our counselors, or interventionists. We offer academic intervention in math and reading, dyslexia intervention, and counseling services and do partner with community resources if students need more in-depth resources or services in the area of mental health.

7. What are the attendance/tardy and discipline rates? Do the rates vary between gender, ethnicity, race, or special program population?

Attendance ranged between 96 - 98 % for the 2021-2022 school year. Discipline referrals are minimal as the campus is a Positive Behaviors and Intervention Supports campus. The rates do not vary at this time.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Differentiation for various learners continues to be an area of growth.

# Student Learning

## Student Learning Summary

8. What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.
9. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by race/ethnicity and by student groups (EL, CTE, at-risk, CTE, etc.) in reading, math, writing, science, and social studies. Describe how scores differ from previous years.
10. How are PreK - 3rd students (including all student groups) performing on reading and math assessments? PK-3 grade students have demonstrated growth on reading assessments (CIRCLE, TX-KEA, TPRI, MAP) as well as growth on the Math MAP assessment. Teachers review data in weekly PLCs.
11. How do we perform compared to a district with a group of campuses of similar type, size, grade span, and student demographics?
12. Are we earning Distinction Designations for achievement?
13. What areas need the most improvement?
14. What programs contribute to increased student achievement?
15. How are student scores in AP/IB, PSAT, SAT, and ACT? N/A
16. What is the performance status of our students for CCMR (College, Career, and Military Readiness)? N/A
17. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Overall the Cypress Springs Elementary students are performing well on state assessments. We need to take a closer look at students with various demographics.

# School Processes & Programs

## School Processes & Programs Summary

18. What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators (including paraprofessional staff)?

Most of our highly qualified staff have been recruited through word of mouth and/or reaching out to colleagues from our former district contacts. Most of our paraprofessionals are parents who are certified teachers who are not ready to work a full time classroom teaching position, but want to get back into the school system. We retain our staff by creating a culture that fosters trust, and empowers educators to use their craft to deliver instruction with excellence. We also ensure that they have the support and resources they need in order to be successful. We hire for culture and we use demonstration lessons to select child-centered individuals.

19. How does the district plan for professional development to enhance student learning?

CSE has created a professional learning structure through leaders/life-changers where learning strands are determined based on campus data and needs. Teacher leaders and instructional campus leaders lead the learning throughout the year. Vertical and horizontal conversations are held and professional learning is held to ensure standards are aligned and resources are vetted and shared to ensure instruction is delivered with fidelity.

20. What technology (hardware/software) is available? What needs exist? What does the integration of instructional technology look like?

ClassLink houses all of our software and teachers utilize Canvas to push out learning modules and instructional resources and lessons to students. We are now a 1 to 1 device district, so technology is readily available. Canvas is our district Learning Management System (LMS). It is a campus expectation that technology is integrated into our classroom instructional strategies and technology is a strand in our monthly campus professional learning.

21. How does the district support powerful teaching and learning?

CSE supports teaching and learning by allowing it to happen. Planning, collaboration, and support are primary in order to afford teachers the opportunity to execute successfully in the classroom. Synergy Sessions and Professional Learning opportunities at CSE are all intentionally focused around teaching and learning in addition to all of our Synergy Squads to ensure that the focus stays on teaching and learning throughout the year. Identified teacher leaders share their expertise and best practices at Synergy Sessions or PLC. The campus has a Year at a Glance to align professional learning to the district's vision and campus needs. The district provides professional learning throughout the school year based on data and feedback.

22. How does the district provide a well-rounded and equitable education for all students?

DSISD and CSE promote all means all, by ensuring inclusivity for all students. Students are considered all of our students and are loved and supported by teachers in our building. The needs they present are the needs we service and we celebrate and promote their growth all the way. We strategically offer opportunities that are personalized for students through leadership roles and clubs so that students can use their gifts to shine and feel that sense of belonging.

23. Are lesson plans and instruction objective and data-driven? Do they include critical thinking, formative assessments, and interventions?

Lesson plans are driven by the scope and sequence. They include formative and summative assessments. Interventions are based on progress monitoring data, summative data, and spiral review and targeted lessons are based on data gathered from common assessment results. DSISD has an assessment schedule for PK-5 and a data fellow that supports the analysis of data after assessments are administered.

24. What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to post-secondary?

Transitions are handled with care between educators from level to level. Fifth to middle school is handled with Tigers Rise and bridging meetings, and early childhood to elementary

is handled by parents and educators in conferences to ensure class placement and all necessary topics are addressed to ensure students are set up for success. The campus hosts a Kindergarten Roundup and a Popsicle on the Playground to support the transition. CSE solicits parents' feedback (google survey) regarding PK and Kindergarten students to support the classroom placement in an effort to balance academic and behavioral needs.

25. What is the data for bullying, drug, violence and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

For the 2021-2022 school year: 1 bullying investigation was conducted



# Perceptions

## Perceptions Summary

26. How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?

At CSE we administer surveys to our students and conduct one minute conversations to gauge how students feel about their experiences at school. PK-3 SEL surveys, one minute conversations and the MRA data from our 4th/5th graders indicate that students feel safe, and feel that they are valued and listened to. These feelings are indicative based on students' level of participation in school events, leadership opportunities and how they articulate their feelings during CARE class and student visits with CSE counselors

27. How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school? How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress? How are parents and guardians involved in activities to improve student achievement and school performance?

Data and parent input from all stakeholders indicate that the large majority of our parents feel that we partner with them regarding their child's academic and social development, we involve them in school activities and communicate with them regarding their progress both verbally and in writing. We open our school to parents to partner with us in the classroom, as room parents with social events, as a PTA, with Coffee Talks, Student Wellness, and Book Studies they choose to read with us. We report student progress from district assessments, interim assessments, and during regular grading periods.

28. How does the community describe its school(s)? Do the schools create pathways to engage and support the community?

CSE uses schoolwide events to create pathways to engage parents in all that we do. We open our doors and welcome our parents into the classrooms to help support our teachers on various levels to promote a true partnership between teachers and parents. Parents are engaged in PTA and supplement our staff with instructional resources in order to support learning and engagement for our students. Our community describes our campus as supportive, warm, and welcoming. Visitors share that they can feel the positive culture when they walk through our doors.

29. How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belonging? Do they love to teach and see the results of their work with students? How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?

CSE teachers describe our campus as a school family. They articulate that they feel listened to, valued, and trusted. They are supported by the administration and are empowered to teach creatively with autonomy. Teachers new to CSE are partnered with a mentor to ensure they are supported with acclimating to systems, the culture, and everything new that they might experience at CSE in order to have a sense of belonging. Teachers are collaborative and work well within their teams to ensure successful student outcomes.

30. How do we engage all stakeholders in vision, mission, goals, strategies and values that focus on a safe environment and high expectations?

We have a CSE Campus Advisory Committee that guides our campus to ensure we are in alignment with the vision, mission, and goals of our CIP. We meet each month to ensure that we identify our plus/deltas and devise solutions in order to continually refine our systems to adjust what is needed to obtain the high expectations we have set for ourselves as a campus.

# Priority Problem Statements

# Goals

**Goal 1: Student Achievement:**

DSISD Life Changers will provide an environment and learning experiences that encourage skillful problem-solving where all students realize academic growth.

**Performance Objective 1:** Student growth and achievement will be realized to ensure access for all students through the alignment of district and campus instructional systems, support, and resources as measured and monitored with growth in diagnostic, formative, and summative assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC/TELPAS/MAP/DRA/CLI Engage/TPRI/Tejas Lee/TX KEA/Common Formative Assessments/Attendance/Course Completion/Professional Learning Opportunities/





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instruction: The campus will provide TEKS-based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. The campus will continue to utilize small group instruction to enhance reading and math. At Cypress Springs Elementary, teachers will meet with Tier 1 students 2-3 times per week, Tier 2 students 3-4 times per week, and Tier 3 students daily.</p> <p><b>Strategy's Expected Result/Impact:</b> All classroom teachers create small group reading and small group math lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading/Writing/ELAR: The campus will continue to utilize small group instruction to enhance reading and writing. Teachers in K-3 will implement strategies and best practices from the Science of Teaching Reading, including the implementation of the new phonics curriculum Discover Phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. The ELAR Vertical Team will meet three times per semester to ensure alignment with experiences. Teachers are expected to follow the Discover Phonics scope and sequence in order to teach phonics in a sequential and systematic manner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math: The campus will continue to utilize small group instruction to enhance math. Number Corner will be utilized to ensure numeracy is strengthened. The campus, K-5, will implement Stemsscopes math with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. Number Corner will continue to be utilized by classroom teachers and the time will be reflected in the classroom daily schedule. For the 22-23 school year, grade levels will implement additional components (beyond the calendar) of Number Corner. The Math Vertical Team will meet three times per semester to ensure alignment with experiences. K-5 teachers will implement Stemsscopes math as a resource to support math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Science: The campus will ensure experiential learning during science instruction. Professional Development and necessary science manipulatives, and vertical teaming will set the foundation for success. Student performance on the 5th grade Science STAAR Approaches and Meets percentages will increase.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus STEAM Lab will house science manipulatives and materials for hands-on learning. Lesson plans and classroom visits will reflect experiential learning. The Science Vertical Team will meet three times per semester to ensure alignment with experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Social Studies/Humanities: The campus will integrate information text, such as historical reading selections beyond the social studies class to enhance other content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will access content such as Social Studies Weekly and NewsELA to support social studies TEKS. Lesson plans and classroom visits will reflect social studies integration. The Social Studies Vertical Team will meet three times per semester to ensure alignment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Essentials: The campus will provide instruction in music, art, and physical education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will provide art, music, and PE on a rotating basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math and utilize Eduphoria for data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will utilize universal screeners (CIRCLE, TX-KEA, TRPI, MAP) three times per year: the beginning of the year, middle of the year, and end of the year. The MTSS case manager will meet with the teachers to create action plans based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Campus Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Multi-Tiered System of Support (Response to Intervention): Teachers will identify struggling learners through the MTSS process and provide instructional methods such as intervention/tutorials for all students in math and ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> The MTSS team will meet on a regular basis to review student needs both academically and behaviorally.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselor, and the Campus Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Data and Assessment: The campus will utilize district assessment procedures to support teachers in the analysis of data and in making real-time adjustments to both classroom and student-specific instruction. At Cypress Springs Elementary, the campus will meet weekly in grade level Professional Learning Communities (PLC) to analyze learner evidence and plan for the next steps (enrichment/intervention).</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings; Agendas; Student data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> English Learners: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize research-based practices to support ELPS. Provide professional learning opportunities to meet the language needs of English Learners. Monitor language acquisition through local assessments and TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow district established procedures for child find, referrals, and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure compliance with Special Education programming. Provide necessary training and support to meet the needs of various abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic and multi-sensory instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with scheduling, ongoing professional training, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will adhere to established procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with training, ongoing professional development, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will meet with small groups of students during core content instruction and during What I Need (WIN) time. Small group instruction will be reflected in daily schedules and observed through classroom visits. Individualized intervention plans will be developed through MTSS and progress monitored. WIN time will be master scheduled for K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Gifted and Talented: Teachers of GT students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to established guidelines for GT nominations, screening, selection, and placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure program compliance. Provide support with scheduling, professional development, and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling, professional development, and resources. Utilize ESGI to monitor skill acquisition in literacy and mathematics.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Kindergarten: The campus will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare. The campus will host Kindergarten Round-Up, Meet the Teacher Night, and Parent Orientation to support the transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling, professional development, and resources. At Cypress Springs, one strand of professional learning each month will encompass technology in order to enhance student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Facilitator of Learning and Innovation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Successful Transitions: The campus provides academic counseling support services to elementary students transitioning to the secondary campus. The campus will inform families of the Tigers Rise hosted at the middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and communication of event.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly attendance reports and appropriate communication follow-up (attendance letter, phone call, email, home visit). Learners experiencing attendance challenges will be reviewed in MTSS for a plan of action to support the learner.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> DAEP: The campus will monitor performance data of students served in the DAEP including student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.</p>	Formative			Summative
	Sept	Nov	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 2: Staff Recruitment, Development, and Retention:**

DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 1:** The district will hire high-quality staff, highly qualified paraprofessionals and develop, empower and sustain leaders who are committed to the vision and mission of the district.

**Evaluation Data Sources:** Paraprofessional Compliance Report, TEA Equity Plan, Retention Reports, ADDs data, Increased Student Achievement





Strategy 1 Details	Reviews			
<p><b>Strategy 1: Attract/Retain Staff:</b> The campus will attract and retain highly qualified teachers for instruction and intervention/tutorials. The teacher mentoring system will be used to support and retain teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will continue to utilize a rigorous hiring practice to attract staff that has an aligned vision and core beliefs for student learning. New staff will partner with a mentor for ongoing support throughout the year. The campus leadership team will meet quarterly with new staff to identify areas of support and to celebrate accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Staff Recruitment, Development, and Retention:**

DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 2: Professional Development:** The district will continue to build on mentor training and structures of support for new educators, administrators, and staff.





**Evaluation Data Sources:** A mentoring system will be utilized to support and retain all staff to support student with evidenced based outcomes utilizing a pre-survey, mid-year survey, and end of year survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning: The campus will provide information and access to professional development for teachers, administrators, paraprofessionals, and other staff. The campus will host Leaders and Life Changers for Professional Development opportunities. New teachers will attend New Teacher Orientation.</p> <p><b>Strategy's Expected Result/Impact:</b> At Cypress Springs Elementary, monthly Synergy Sessions will include professional learning. Professional learning will fall into the following strands for ongoing improvement of our craft: ELAR, Math, Best Practices (Technology), and Student Wellness Learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning: Implement high-quality professional learning focused on the science of reading (Reading Academies) for all PreK-3rd grade teachers, leaders, and staff to build capacity in strengthening literacy skills for elementary educators and align instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth and development in literacy with targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Literacy Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Reading cohort leader, Director of Elementary Education, Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Learning: Provide professional learning that emphasizes best practices in developing mathematical reasoning and numeracy and align practices within math across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner growth in math development and targeted growth tracked through diagnostic, state, and district assessments. Meeting HB 3 Early Childhood Math Goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education, Director of Secondary Education, Principals, Curriculum Coordinators, Instructional Coaches, Teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Staff Recruitment, Development, and Retention:  
 DSISD will hire, develop, and retain quality staff to ensure Life Changers serve in every position.

**Performance Objective 3:** Retention: The district will retain highly qualified staff.

**Evaluation Data Sources:** The retention rates of Life Changers will increase year over year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Retain Staff: New staff will partner with a mentor for ongoing support and timely professional learning throughout the year. The Instructional Coach will provide coaching support to improve instructional practices as determined.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention rates of CSES Life Changers will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	Formative			Summative
	Sept	Nov	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3: School Culture, Communication, and Compliance:**

All students will be educated in a safe environment that promotes collaborative and positive communication within the organization that effectively and efficiently manages operational, programmatic, and fiscal compliance.

**Performance Objective 1:** The district will ensure campus/district safety, by providing resources to support district operations, engage parents and families in frequent and ongoing communications, and utilize fiscal transparency.

**Evaluation Data Sources:** Incident Reports, Budgets, Communications, Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Goal Setting (CNA/CIP):</b> The campus has an established site-based decision making committee that focuses on the campus improvement planning process, and carries out responsibilities such as, but not limited to, the campus calendar, professional development plans, budgets, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> At Cypress Springs Elementary, we will meet six times during the year to promote excellence in education for all students through broad-based representation. The CSES CAC provides valuable input to campus teams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Fiscal Compliance:</b> To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will coordinate with the district in regards to budgets and federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for feedback and input from the Campus Advisory Council and utilize available data to monitor program effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3: Public Meeting:</b> The campus holds an annual public meeting upon receipt of campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure a public meeting is scheduled and held at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4: Student Safety:</b> The campus will utilize district aligned communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits. Equipment, hardware and software updates will be acquired as needed to enhance campus security measures. The campus will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure safety procedures are implemented and followed. The campus will continue to train staff in the Standard Response Protocol and additionally train the front office staff with volunteer check-in systems, visitor check-in systems, and timely follow-up with safety concerns (door not latching, etc).</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4: Social Well-being, Mental, and Health Wellness:**

DSISD will support and enhance students' social well-being, attitudes, relationships, academic performance, and perceptions of classroom and school climate through comprehensive counseling and health wellness program designed to address student needs.

**Performance Objective 1:** Promote social well-being, mental, and health wellness for all students by increasing access to developed responsive support services as measured by surveys and feedback from students, parents, and staff.

**Evaluation Data Sources:** Survey data, response plans, counselor/MHP support data/MTSS operational reports,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Early Intervention: The campus will follow the district provided comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive services and interventions related to their presented needs. Student well-being and academic growth will result in this responsive approach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Addressing Abuse: The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Equipping staff and all stakeholders with professional development will assist with understanding, identifying, and responding to child maltreatment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. The district maintains an anti-bullying policy and will increase student awareness of the tip line.</p> <p><b>Strategy's Expected Result/Impact:</b> Bullying referrals will decrease as a result of the bullying protocols and policy adherence by students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build capacity with teacher professional development of Student Well-being and additional professional counseling support within the district to address instructional loss, isolation, and anticipated increase in emotional distress as a result of the pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Data showing increases in student sense of belonging, resilience, and self-awareness skills. Academic achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Follow the district created TEKS-aligned comprehensive counseling curriculum that includes supports for elementary and secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of student well-being curriculum supports within lesson design. Learner growth as indicated through surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 1:** An increase in parental engagement through participation in campus/district events, positive connections to campus/district with an increase in overall communication throughout the district.

**Evaluation Data Sources:** Culture/Climate Survey results, sign-in sheets for district/campus events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent and Family Engagement: The campus will educate and inform families about campus/district programs and services prior to the event to build capacity, understanding, and importance of parent and family engagement. A variety of communication methods will be used, in a language that parents can understand, including, but not limited to websites/social media, emails, local newspaper communications, meet the teacher night, open house, report card distribution, parent/guardian meetings, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in events and programs noted in sign-in sheets. Use of climate/culture survey data (Measurable Results Assessment- MRA) along with website analytics will support feedback on implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc. The campus will host Coffee Talks and participate in a parent book study of The Leader In Me. In addition, parents will be familiarized and educated on student goal-setting processes and importance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships with parents and families and an increase in student achievement and supporting the whole child.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 5: Parent Engagement:**

DSISD will increase parent engagement and stakeholder involvement at both the campus and district level by making families feel welcomed through building meaningful connections and increased communication throughout the district and on all campuses.

**Performance Objective 2:** Increase communication initiatives to strengthen open and transparent two-way communication with all stakeholders.

**Evaluation Data Sources:** Utilize data from relevant surveys and feedback, sign-in sheets, community feedback.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase opportunities for authentic engagement of parents, residents, community members, and business partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of increased partnerships and engagement through events, promotions, social media, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure transparency, clarity, frequency, and timeliness of internal and external communications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased clarity and consistency with district and school communication as evidenced through community and climate surveys and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communication: Promote and enhance communication and collaboration across the organization.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased coherence and clarity within district departments and all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kellie Raymond	Principal
Administrator	Kristin Tudor	Assistant Principal
Classroom Teacher	Lindsey Henry	Teacher
Classroom Teacher	Shelley Egli	Teacher
Classroom Teacher	Kristina Tayar	Teacher
Classroom Teacher	Amber Sabochick	Teacher
Classroom Teacher	Elizabeth Overby	Teacher
Classroom Teacher	Angela Cross	Teacher
Business Representative	Justin Garrett	Business Rep
Business Representative	Josh Kaner	Business Rep
Parent	Paige Ross	Parent
Community Representative	Marcie Cochran	Community Rep
Community Representative	Lorelei Murphy	Community Rep
Non-classroom Professional	Sarah Chew	Professional
Parent	Leslie Anderson	Parent
District-level Professional	Lucy Hansen	District Representative
Classroom Teacher	Margaret "Betsy" Herrington	Teacher
Classroom Teacher	Courtney Heath	Teacher
Classroom Teacher	Laura Justice	Teacher